



Social Curriculum 2020

***By demonstrating our School Values
Friends, Learners and Guardians
In all we say and do!***

we will promote the message that
***"Everyone has the right to come to school each day and
be safe and happy!"***

A Social Curriculum is a means to teach and model to students how to interact and empathise with one another. It is how to ensure students feel good about themselves and their relationships. When students learn a social curriculum they are socially aware and emotionally intelligent and learn how to be strong, confident citizens contributing positively to society.

The Social Curriculum is our way of ensuring students are **UPSTANDERS** who understand, learn and practice empathy, kindness and respect for one another developing an intrinsic motivation and awareness of their contributions towards peaceful relationships and self-management of conflicts.

The Social Curriculum is delivered in each classroom, starting at the beginning of each year as part of the 'Setting up for Success' where children learn the rules around socially acceptable behaviours as we prepare them for being and learning together harmoniously for the year ahead. The NZC key competencies will feature always in our planning and teaching of our Social Curriculum.

Our school ethos is present in all dialogue and planning:
***FRIENDS, LEARNERS and GUARDIANS
In all we say and do.***

The values inherent in being a good Friend, Learner, Guardian are reinforced in the school-wide curriculum planning with specific emphasis within the Inquiry/Discovery Learning programme which is known and accepted by our school community. With each new Inquiry/Discovery Learning topic, we reinforce the principles of good citizenship and how we contribute successfully to our community and ultimately influence our world.

The Social Curriculum will be visible in each team by the development of a set of Team Protocols for students, teachers and parents and how we live together.

Social Curriculum Definition and Implementation

*SRS Social Curriculum acts as a guide for student behavior throughout the day.
Our Social Curriculum will promote a peaceful playground, classroom and school*

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| <p>SCHOOL (Kotahitanga) Ensuring our sense of unity as ONE</p> | <p>School assemblies, whanau engagement activities, curriculum sharing days and celebrations will continue to reinforce and promote the successful social interactions and relationships of students in demonstrating our school values of Friends, Learners, Guardians The Whare Tapa Wha concept will be integrated into programmes throughout the year to provide consistency of messages across the school and demonstrate the Maori dimension for student well-being The Term Overviews will ensure community/whanau engagement to support the strategic plan delivery.</p> |
| <p>TEAM (Whanaungatanga) Maintaining our sense of belonging</p> | <p>All teachers are responsible for all students at all times - Whanaungatanga Team Protocols will drive the individual team's Social Curriculum to reinforce school-wide expectations of positive, rewarding socialisation. Teams reinforce what strong, successful social interaction looks/feels/sounds like within their delivery of programmes Teachers reflect on strategies for moderating student behaviours Successful strategies are shared at team level collaboratively Positive strategies are sought for consistency across the teams</p> |
| <p>CLASSROOM (Manaakitanga) Looking after one another</p> | <p>Effective classroom management strategies and quality pedagogical practice are key factors to successful student learning and engagement. It is expected that all learners will be engaged in their learning and will experience success in their class, every single day via quality pedagogy. Use the WHARE TAPA WHA dimensions to maintain positive conditions for best learning and be aware of each child's 'balance' in their holistic health. Taha Tinana (physical); Taha Wairua (spiritual); Taha Whanau (family) Taha Hinengaro (mental) It is important that our children enjoy coming to school each day by experiencing positive social interactions and relationships while learning. Teachers model positive social communication / behaviours for children</p> |

OUR SCHOOL LIVES BY THE FOLLOWING EXPECTATIONS
WHAT DOES IT MEAN TO BE GOOD...

| FRIENDS Whakahoahoa | LEARNERS Akonga | GUARDIANS Kaitiaki |
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| <ul style="list-style-type: none"> are kind with words and actions. | <ul style="list-style-type: none"> manage themselves and are ready to lead their own learning. | <ul style="list-style-type: none"> protect people, places, property and possessions. |

Staff Protocols - What We Believe In As:

FRIENDS

Whakahoahoa

LEARNERS

Akonga

GUARDIANS

Kaitiaki

We promote the Mason Durie model - [Whare Tapa Wha Model of Health](#) (access link)

- Taha Tinana - Physical Health - promoting positive physical health
- Taha Whānau- Extended family health - wider social systems, belonging, sharing, caring
- Taha Wairua - Spiritual health - unseen and unspoken energies, spiritual awareness
- Taha Hinengaro - Mental health - expressing thoughts and feelings; mind and body

Be culturally aware and responsive to our diversity

Value and celebrate each other

Be trustworthy, inclusive and clear in all communication

Operate above the line at all times

Be present, generous and supportive

Genuinely listen and value others' ideas and views

Be solutions-focused

Front issues in a timely and respectful way

Be open to new learning

Show awareness and responsiveness to change

Our Team Code of Positive Behaviours

- What We Believe In As:

| Whakatōtanga | Tupuranga | Puāwaitanga | Hautūtanga |
|--|--|---|--|
| <p>Three Ways to Be our best selves</p> <ul style="list-style-type: none"> ❖ Be friendly and use kind words ❖ Be a self manager who takes risks ❖ Be a kaitiaki with helping hands | <p>We are Friends, Learners and Guardians in all we say and do.</p> <p>We are Friends. Friends share and care.</p> <p>We are Learners. Learners think and manage themselves. We are Guardians. Guardians protect people, places and property. We love learning!</p> | <p>We are Friends, Learners and Guardians who value:</p> <p>Excellence - Being the best I can be</p> <p>Integrity - I can do the right thing even when no-one's watching</p> <p>Resilience - Having a Growth Mindset to persevere</p> <p>Empathy - Showing kindness, consideration and understanding for myself and others</p> | <p>We are strong Friends, Learners and Guardians who are empowered leaders.</p> <p>To be and do this we need GRIT.</p> <p>Being strong in our Solid 5 gives us grit.</p> <p><u>Hautūtanga SOLID 5:</u></p> <ul style="list-style-type: none"> ● Identity - I know who I am, and I am who I am ● Purpose - I know my purpose for myself and others ● Integrity - I am the same on the inside as I am on the outside ● Confidence - I am confident for myself and for others ● Strength - I have strong Hauora |
| <p>(Teams review, refine and revisit main protocols they will live by each year)</p> | | | |

STUDENT SUPPORT AND WELLBEING SENCO PROCESS FOR REFERRALS

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| CLASS | <p>Positive relationships are promoted as a first action</p> <p>Strategies are agreed upon to promote peaceful relationships in each class via a class agreement</p> <p>Teachers will follow school guidelines for the Student Support Communication Doc - identifying the ABC on form</p> <ul style="list-style-type: none"> - A = Antecedent (what happened just before) - B = Behaviour (what was the ACTUAL behaviour) - C = Consequence (what was tried by the teacher) |
| TEAM | <p>Team Protocols identify what strategies are followed if children's behaviours become a concern</p> <p>Children of Concern are discussed and tabled at Team meetings - share strategies for moderating behaviours - share the responsibilities for that child</p> <p>Team Leaders read Class Communication Docs and ensure the ABC format has been followed first</p> <p>A= Antecedent; B= Behaviour; C=Consequence</p> |
| DEPUTY PRINCIPAL (SENCO) | <p>When a child continually shows non-compliance, a letter of concern is sent home by the DP. The student (if able) will write their own version of the incident also to accompany the school letter.</p> <p>The letter of concern will be returned to school signed by the parents/child.</p> <p>The letter of concern will inform parents of concerns, and involve them in discussions with the child to encourage socially acceptable behaviours.</p> <p>Any fighting results in IMMEDIATE playground removal. Any serious weapons brought to school results in IMMEDIATE reporting to the Principal/Deputy Principal followed by a phone call to parents and removal from the school.</p> |
| PRINCIPAL | <p>Serious behaviours will have parent contact and may result in a child being sent home or a meeting scheduled for discussion with families.</p> <p>Agency referral will be discussed at this stage if all other strategies are not resulting in modified behaviours and a respect for the school rules is not being maintained by the student. All possible strategies will be explored before a student is stood down. Stand Downs are a last resort and only follow when a range of strategies have been tried and reported on. Comprehensive supportive evidence MUST be completed by both class teacher and team leader first to provide background information</p> |
| BOT | <p>BOT will be informed of serious behaviours and stand downs via monthly reporting. If a child is involved in incidents that result in more than one stand down, the child/family will be required to attend a BOT mtg for a decision on the child's place in the school.</p> |

STUDENT SUPPORT AND WELLBEING SENCO PROCESS FOR REFERRALS

Effective classroom management strategies and quality pedagogical practice are key factors to successful student learning and engagement.

The first step in successful management of student learning and behaviour is the reflection of practice from the professional in the first instance, with an honest critique of strategies in use.

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| Classroom Teacher T I E R ONE | <p>At times individual students cause ongoing concerns and data must be gathered:</p> <ul style="list-style-type: none"> Identify the student - observe the issue and how often it occurs - Reflect on the teaching practice - what do you think is behind the Learning or Behaviour concern What evidence do I need? - Assessment information - Data from previous class or school - Discussions with other staff familiar with the student - Document concerns in the BLOT - Behaviour/Learning Observational Tracking tool What can I do differently? - Alternative strategies are tried and adjustments made at class level - Try a behaviour management contract and positive behaviour tools - Focus on positive behaviour management and celebrate changes often Collect evidence about the frequency and specific behaviours causing concern - Document concerns in the BLOT - Behaviour/Learning Observational Tracking tool - Take the collected data to a team meeting after trialling a selection of strategies |
| Team Leader T I E R TWO | <p>Once a child is identified as an ongoing concern, the Team Leader employs the following:</p> <ul style="list-style-type: none"> Identify the appropriate in-school support programme for the student - STEPS; RAINBOW READING; TEACHER AIDE GROUPS; ESOL; READING RECOVERY For ongoing behavioural concerns, a behaviour management contract will be employed - giving the student ownership of the change required and being monitored for individual compliance by the Team Leader If the behaviours / learning are still a concern after trialling alternative strategies the child will be referred to the SENCO team for referral - all gathered evidence collated Data and Strategies tried by the teacher and team are discussed and the appropriate agency may be involved at this point or identified for a referral for the appropriate agency <div style="text-align: center;">RTLb; PHN; GSE; RT:LIT: SLT; MOE; Oranga Tamariki</div> |
| AGENCIES T I E R THREE | <p>SENCO TEAM will make a referral with all supporting evidence; AGENCY referral process begins:</p> <ul style="list-style-type: none"> The child has been referred and is observed for diagnosis by the agency referred The child is now being monitored by the AGENCY; the SENCO team; CLASSROOM teacher WHĀNAU permission for referral is gained, and ongoing communication takes place An INDIVIDUAL EDUCATION PLAN (IEP) will be developed when necessary led by RTLb services. REFERRAL TIMELINES FIT WITH THE AGENCY PROCESSES AND MAY TAKE SOME TIME |

STUDENT SUPPORT AND WELLBEING SENCO PROCESS FLOWCHART

TIER ONE: CLASSROOM TEACHER

- Identify the student - OBSERVATIONS; REFLECTION; ANALYSE TEACHER PRACTICE
- Gather Evidence- DATA; DISCUSSIONS- Document concerns in the BLOT (Behaviour/Learning Observational Tracking)
- Alternative strategies - BEHAVIOUR MANAGEMENT CONTRACTS; POSITIVE BEHAVIOUR TOOLS; CELEBRATION OF CHANGED PATTERNS
- Collate Evidence - FREQUENCY AND SPECIFIC BEHAVIOUR OF CONCERN
- Team Meeting - STRATEGIES USED; CONSEQUENCES TRIED; EVIDENCE TABLED TO GO TO THE NEXT LEVEL

TIER TWO : TEAM LEADER SUPPORT And SENCO REFERRAL

- In-school support programme for the student
TEACHER AIDE GROUPS; ESOL; READING RECOVERY
- Behaviour Management Contract and Incentives
STICKER CHARTS; BEHAVIOUR CHARTS; GOALS
- SENCO / LSC meets weekly with RTLB liaison person
- To discuss the appropriate agency that needs to be involved or identified for a referral for the appropriate agency
RTLB; PHN; GSE; RT:LIT: OT

TIER THREE : AGENCY REFERRAL ACTION AND MONITORING

- OBSERVATION AND DIAGNOSIS
- CONTACT WITH SENCO/CLASS TEACHER
- WHĀNAU INVOLVED / COMMUNICATION
- INDIVIDUAL EDUCATION PLAN (IEP) - RTLB
- MONITORING OUTCOMES & REPORTING

